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and offer sacrifices upon twelve altars to Janus at the beginning of each year. Every one promised not to begin anything without asking his help, or end anything without thanking him.

This was not always a good thing for the Romans, for if a careless boy made a mistake he need not say, "It was my own fault I made a bad beginning"; but he could say, "Janus is not willing to have me do this work; he spoiled the beginning of it."

Fortunately, the Roman children had good mothers and soldiers to help them as well as Janus.

A poet tells us that Janus' motto was: "Everything depends upon the beginning." Would you take that for a school motto? Can you make a better one?

Kindergarten

OUTLINE FOR JANUARY AND FEBRUARY, 1901.

Anne Elizabeth Allen

Subject: The balance between demand and supply.

It has been truly said that the luxuries of one generation become the necessities of the next, and it is equally as true that as luxuries become necessities we cease to think as much about the source of their supply. In the commercial world, the balance between demand and supply is kept as even as possible, and the economy so learned is most easily reduced to reason with even very small children. In these two months it will be our aim to bring before the children, objectively, the needs that winter creates, leading them to see the sources of supply and the number of people concerned in making each one of us comfortable.

Their most evident need when the cold weather comes is their clothing, which impresses them most in heavier coats and

caps and the necessity for wearing some covering for the hands.

Beginning in January, then, with their winter clothing and tracing it all to the most immediate source of supply, the store, we may go still farther back, first to the manufacturer and then to the sheep. The shelter our homes afford and the special means used in them for protection against wind might be our next subject, followed by the heating and lighting, observing the different means used for keeping different buildings warm and light, and finding out which is best suited for the buildings we know.

St. Valentine's Day will be celebrated, and for several days previous to the 14th of February a part of each day will be spent in the preparation of valentines. Emphasis will be laid upon the need for neatness and good taste in the selection of

colors and decoration in their manufacture, and all those made will be criticised by the children themselves as to their worthiness to be sent to friends, and as to the disposition to be made of such as do not come up to the standard.

General Topic: Our needs and their supply.

Special Topics: Clothing for winter; shelter against wind, rain, and snow; heating and lighting of buildings; reason for cold weather.

Clothing: Additional clothing for winter; tracing this clothing to the source of its supply.

Shelter: Use of walls, floors, roofs; consideration of different kinds of buildings, and their comparison; adaptation of building to function.

Heating and Lighting: Different modes of heating, such as steam, hot air, stoves, grates, gas. Necessary materials for making fires, and where obtained. Different modes of lighting—electricity, gas, lamps, candles. Most usual modes; how such lights are supplied. Cause of cold weather; observation of length of day; direction of cold wind, etc.

Songs: *Jack Frost*, Smith's Songs, Part I; *Snow-Ball Song*, Smith's Songs, Part II; *Recipe for a Valentine*, and *Jack Frost*, Gaynor

Songs; *The Postman*, Knowlton's Songs; *Postman's Song on St. Valentine's Day*, Moore and Hill's Songs.

Stories: *Ted's Visit to the Fire Fairies* (published in this number of THE COURSE OF STUDY); *The Story of St. Valentine* (to appear in February number).

Games: Wind Horses; Fire Fairies; Carpenter; Jack Frost; and the dramatization of stories.

Rhythm: Skipping sidewise, and trying to interpret rhythmically any new music.

Instrumental Music: *Instrumental Characteristic Rhythms*, Part II, Clara Louise Anderson. A new book of music for use in the kindergarten, by A. D. Scammel.

Materials used: Paper and scissors for cutting pictures and patterns of clothing; clay and sand; large blocks; second, third, fourth, and fifth gifts for building houses, illustrating means of sheltering from wind, snow, or rain—first gift to illustrate movements of fire; tablets for making sides of houses, to indicate position of windows, the most openings being on the sides where the least cold wind comes from. Colored papers; tissue paper; scrap pictures and paints for the manufacture of valentines.

What Ted Saw in the Land of the Fire Fairies

The east wind was blowing the falling snow into drifts against the house, fences, and trees. Colder and colder it grew, and little Ted, who had been out playing snow-ball, suddenly burst into his grandmother's room, crying:

"Oh, I'm so cold!"

He took off coat, hat, muffler, and overshoes, stamped his feet and shook off the snow. A bright fire was roaring in the grate, and Ted lay down before it to warm himself. He began to watch the flames dancing up the chimney and disappearing into the darkness above. Picking up a stick, he lighted it and held it up the chimney, trying to see whether he could tell where the flame on the end of it went; and he was enjoying himself very much,

when his grandmother called to him to put down the stick.

"Why," said Ted, "I am just playing, and want to see what becomes of the flames when they go up the chimney."

"Yes," said Grandmother, "perhaps you do; but the fire king does not allow people to play with his fairies. They are meant to do work, not to play."

"The fire king!" said Ted, as he dropped the stick into the fire; "who is he, Grandmother?"

"I've never seen him," she answered; "but he lives in the land of the fairies."

With his toes turned toward the fire, lying on his back on the warm hearth, Ted soon dropped off to dreamland, the home of the pixies and fairies.

No sooner had he reached that queer land than straight out of the roaring fire jumped a tiny little fairy clothed all in red, who said to Ted:

"The king of the fire fairies has sent for you. Will you come with me?"

Ted was up in a moment, and jumping into the fire, followed close behind the tiny little leader. The bright red road along which they traveled was very interesting. On either side was a fringe of gray moss-like ashes, and as they hurried along Ted saw the fire fairies at work by the hundreds. In one place they had a large log they were working with, which was sending up great flames and much smoke. All around the log were the blackened remains of the grass they had spoiled. In another place a beautiful house was being torn down and burned up by these little mischief-loving fellows. Again, he came to a large stove in which were many of them helping a cook get dinner ready, and warming the cold fingers and toes of a little boy and girl.

The fairy who was leading Ted went so fast that he did not have a good look at any of these things, and very soon the fairy shouted at the top of his little voice, "Look!"

Ted did look, and straight before him was a larger palace than he had ever supposed could be built.

Flames were bursting out of doors and windows, and the roar made Ted hold his ears, it was so loud.

On either side of the great front door stood a large giant whom the little fairy said were the giants Heat and Light.

Putting Ted safely on the top of a high wall, the fairy disappeared into the palace. And just at that moment a giant greater than either of the others came to the door. In a voice that sounded like thunder and shook everything around, the giant called:

"Where is the little boy I sent for?"

Ted knew then that this was the great fire king, and was frightened, but answered quickly, "Here I am!"

Then the giant said: "I have sent for you to tell you that my fire fairies are not to be played with. They never hurt any one unless they are played with and taken away from their work; then they are sure to hurt the person who disturbs them."

How frightened little Ted was as he promised faithfully never again to play with fire! He was glad when the giant, satisfied with his promise, shut the great door and disappeared, and his little guide in the bright red suit came skipping toward him, and offered to take him back home.

On the way back he found things changed. The stove was black and cold, and the people who had been warming themselves around it and getting dinner had gone away. The house was burned to the ground, and only a few sleepy fairies were showing their red coats in the gray rubbish. Where the log had been only an ash-heap remained, which the wind was carrying away. The road was no longer red, but dusty, and Ted found that he could walk much more slowly.

How tired he was! His face felt so warm, his body so stiff—and what was that noise? How much like the dinner-bell it sounded! Was that the fairy who was shaking him? A long stretch and a yawn, and his eyes flew open. There was his dear grandmother trying to get him awake.

"Did you see him, Grandmother," asked Ted.

"See whom?" she answered.

"The fire fairy," said Ted; and then began to laugh when he saw his grandmother's eyes twinkle.

"Oh! Grandmother," said he, "I have really been to see the giant king of the fire fairies, and have seen his palace and the two giants Light and Heat that guard his door."

Anne Elizabeth Allen.